

## Maximizing Student Performance

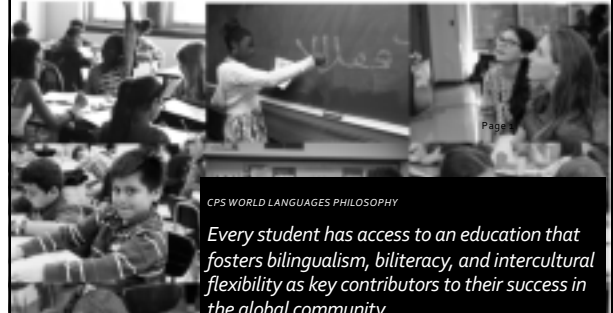


Laura Terrill

ACTFL Workshop – CPS November 2016

## Chicago Public Schools World Language Guidance Document

Version 1.0 • SY16

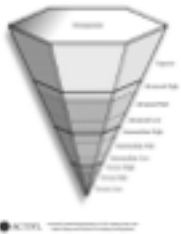


CPS WORLD LANGUAGES PHILOSOPHY

*Every student has access to an education that fosters bilingualism, biliteracy, and intercultural flexibility as key contributors to their success in the global community*

## What are the key characteristics of each level?

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The proficiency continuum consists of benchmarks that describe "what an individual can do with language at each level" (OPI Familiarization Manual, p.3). The following chart provides an overview of the key characteristics of each level of proficiency. The chart identifies differences by mode of communication: Interpretive (listening, reading, or viewing); Interpersonal (conversational exchanges either by speaking and listening, signing, or texting); or Presentational (speaking, writing, or via media).

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Level	Interpretive	Interpersonal	Presentational
Novice	<ol style="list-style-type: none"> <li>1. Identifies main ideas</li> <li>2. Comprehends by recognizing key words/phrases</li> <li>3. Benefits from familiar contexts and visual support of text</li> </ol>	<ol style="list-style-type: none"> <li>1. Expresses self in conversations on very familiar topics</li> <li>2. Uses a variety of words, phrases, simple sentences</li> <li>3. Asks/answers prefabricated questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Writes words, lists, or simple sentences</li> <li>2. Writes formulaic questions</li> <li>3. Relies on a prefabricated format</li> </ol>
Intermediate	<ol style="list-style-type: none"> <li>1. Comprehends main ideas and identifies some key supporting details</li> <li>2. Benefits from predictable and familiar contexts</li> <li>3. Predicts meaning from context</li> </ol>	<ol style="list-style-type: none"> <li>1. Can communicate for understanding and creating personal meaning</li> <li>2. Can understand, ask, and answer a variety of questions</li> <li>3. Understands conversation on familiar topics in the here and now</li> </ol>	<ol style="list-style-type: none"> <li>1. Controls sentence structure of sentences</li> <li>2. Creates with language</li> <li>3. Uses to tell stories</li> <li>4. Provides more description</li> <li>5. Shows some self-awareness</li> </ol>
Advanced	<ol style="list-style-type: none"> <li>1. Comprehends main ideas and supporting details</li> <li>2. Comprehends narrative, descriptive, and some persuasive texts</li> <li>3. Credits references</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicates in straightforward conversation with detail in all major time frames</li> <li>2. Handles situations with an unexpected complication</li> <li>3. Can negotiate to clarify</li> </ol>	<ol style="list-style-type: none"> <li>1. Supports arguments with some evidence</li> <li>2. Produces paragraphs</li> <li>3. Elaborates (persuasive)</li> <li>4. Handles multiple time frames</li> <li>5. Organizes (coherence)</li> </ol>

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## Text Type

## Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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- How do I use authentic text to develop the interpretive mode of communication?
- What strategies can be used to enhance presentational skills at all proficiency levels?
- How do I develop the ability for meaningful communication at all proficiency levels?

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lterrillcps.wikispaces.com

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## Building Literacy in the Interpretive Mode

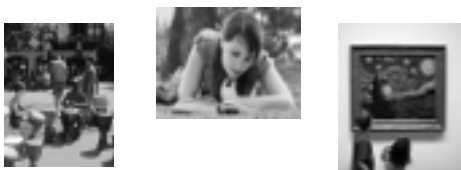


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## Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication is.....

using content clues

annotated vocabulary lists

considering only reader's perspective

listening for a purpose

learning vocabulary in context

considering author's perspective

translation

answering questions about trivial details

reading word for word

understanding gist

predicting

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## Interpretive Communication....

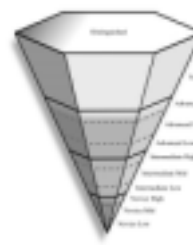
is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## Performance and Proficiency

Proficiency



Performance



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## NCSSFL-ACTFL Global Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate in some situations using simple words and phrases that I have memorized and rehearsed.	I can communicate in some familiar situations using a variety of words and phrases that I have memorized and rehearsed.	I can communicate and exchange information about familiar topics in English and simple sentences, sometimes requested by others, in my second language. I can easily handle short social interactions in simple situations by asking and answering simple questions.	I can participate in conversations in some situations using simple sentences. I can handle short social interactions in some situations by asking and answering simple questions.	I can participate in conversations in some situations using simple sentences. I can handle short social interactions in some situations by asking and answering simple questions.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using simple words and phrases that I have memorized and rehearsed.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present information about myself and some other very familiar topics using simple sentences. I can handle short social interactions in simple situations.	I can present information about myself and some other very familiar topics using simple sentences. I can handle short social interactions in simple situations.	I can present information about myself and some other very familiar topics using simple sentences. I can handle short social interactions in simple situations.
<b>Presentational Writing</b>	I can write some brief, simple messages or phrases.	I can write brief, simple messages or phrases on familiar topics.	I can write short, simple messages or phrases on familiar topics. I can handle short social interactions in simple situations.	I can write short, simple messages or phrases on familiar topics. I can handle short social interactions in simple situations.	I can write short, simple messages or phrases on familiar topics. I can handle short social interactions in simple situations.

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## NCSSFL-ACTFL Global Can-Do Benchmarks Interpretive Reading

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

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## NCSSFL-ACTFL Global Can-Do Benchmarks Interpretive Listening

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.	I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.

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## Authentic Text



written by native speakers for native speakers

- provides visual support
- is culturally rich
- provides models of correct language

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## Ouiiii! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo: les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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## Tips for finding authentic text

- Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- Do not look for texts that have specific vocabulary or structures.
- Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- Become a fan of Pinterest.
- Become a fan of Huffington Post — Arabic, French, German, Greek, Italian, Japanese, Korean, Portuguese, Spanish
- Adapt the task, not the text.

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## Selecting Authentic Text

### Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support.**

#### Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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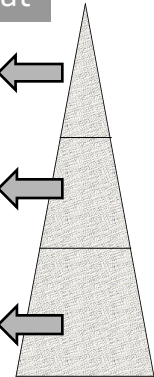
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## Traditional Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



Adapted from McREL

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## The Blurvl Ceremony

The axtlzbñ is worn primarily by meebbs for the blurvl ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbñ.
2. Who wears an axtlzbñ?
3. What ceremony is it for?
4. Fill in the blanks: The \_\_\_\_\_ is worn by \_\_\_\_\_ for the \_\_\_\_\_.

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## Getting the most out of a text



Read and/or listen



Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?

- What **interpersonal** conversation would students be likely to have on this topic?

- What might students do in the **presentational** mode as a way of making learning more concrete?

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## Interpretive – Before/During/After



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose



- Guided
- Active
- Silent
- Individual



- Clarify
- Reinforce
- Extend knowledge

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## Before Reading: Prediction

Brainstorm vocabulary, create questions



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<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

## Before Reading: Prediction



- Students write:
  - headline
  - photo caption
  - first paragraph or lines of article
- Students then share what they have written with other students/groups.
- Students predict which version is most likely.
- Students read the actual article and then compare that information with their predictions.

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## During reading

Students read the actual article and compare to their predictions. They use the SUMMER reading strategy as they read.



- S** Set procedure for knowing when you are finished and ready to work together.
- U** Read individually to understand the text.
- M** One person should mention the main ideas without looking at the text.
- M** The other person should monitor what is being said, listening for errors or omissions.
- E** The person who was listening should elaborate, ask questions, make connections, etc.
- R** Both students construct an overall review/summary of the text.

Students add useful vocabulary to personal vocabulary.

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Subsequent learning episodes/days  
Extend to other modes



### Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.
- Role play the conversation this young man might have with his mom after she saw this posted on social media.

### Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

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## Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper  
ISBN 0942929144



A  
C  
T  
I  
V  
E

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## A.C.T.I.V.E.

### Ask Questions

*Moving from text explicit  
to text implicit*



Who?  
Where?  
If....then?

What?  
Why?  
Who can?

When?  
Which would?  
How did?

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## A.C.T.I.V.E.

### Ask Questions

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name "co-quí, co-quí, co-quí," soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquis, the parrots chattered all day....but slept all night. Or tried to.

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## A.C.T.I.V.E.

Connect:

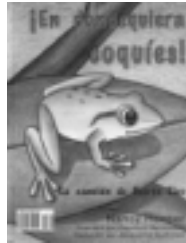
- Text-to-self
- Text-to-text
- Text-to-world

Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

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## A.C.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

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## A.C.T.I.V.E

Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

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## A.C.T.I.V.E

Track Down

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquíes! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquíes silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

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## A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

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## A.C.T.I.V.E

Making Inferences

The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

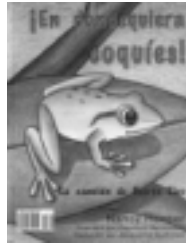
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## A.C.T.I.V.E

## Visualizing

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

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## A.C.T.I.V.E

## Visualizing

claves  
güiros  
maracas  
cuatros  
vejigante  
masks



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## A.C.T.I.V.E

## Extend!

Retell or synthesize what has been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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## R.A.F.T

Role	Audience	Format	Topic
parrot	coquís	letter	Complaining about the noise
parrot	coquís	song	Begging them to return
coquís	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquís	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

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## Processing — Teammates Consult



Talk with your colleagues about what you've heard. How might you use one of the strategies in your classroom?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

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## Word splash – wordle.net



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Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

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<http://www.elboricua.com/BoricuaKids.html>

## Read-Cover-Remember-Retell



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## Retelling

1. Teacher reads a passage aloud.
2. Each student reads the same passage on their own, continuing to read and reread the passage until he is able to write a retelling in his own words.
3. Student writes a retelling.
4. Students share their retellings, noting the differences.

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## Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer  
Columbus  
colony Puerto Rico  
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

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Buehl, 2001



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## Proof for/Proof against

Proof for		Proof against
	Valentine's Day is very popular in Latin America.	
	About half of all Mexicans celebrate St. Valentine's Day.	
	A clear majority of Latin Americans plan to celebrate Valentine's Day.	
	Only 3 countries in South America celebrate St. Valentine's Day.	

### Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

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Remember: Everything is done in the target language.

## Explain the images found in the article....



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## Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: luck!

Titre du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Gambie-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.

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<http://sjournalactu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65839/>

## Lugares Turísticos de México

México es un destino lleno de lugares turísticos con cultura, historia, gastronomía, cultura, música, museos, etnias, bailes regionales, trajes típicos, grandes celebraciones, maravillas naturales, las playas más bellas del mundo, joyas arquitectónicas, monumentos, personajes históricos y sobretodo de la hospitalidad de su gente, lo que lo convierte en un hermoso y rico destino turístico elegido por millones de turistas provenientes de todo el mundo ya que se encuentra entre los 10 lugares más atractivos para vacacionar en el mundo entero.



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## Personalization

1. What country do you prefer? Why?
2. What did you do?
3. What did you buy?
4. Is Valentine's Day important? Why or why not?

Remember: Everything is done in the target language.

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## Qu'est-ce que tu as fait pour célébrer la fête de Saint Valentin?


	la question	Oui....	Non....
célébrer	Tu as célébré...?	Oui, j'ai célébré...	Non, je n'ai pas célébré...
dîner	Tu as dîné....?	Oui, j'ai dîné.	Non, je n'ai pas dîné.
acheter	Tu as acheté...?		
écouter de la musique			
voyager			
regarder un film			

**Co-construct**  
Pretend you are the author of a grammar textbook. How would you explain the rule?

Je n'ai rien fait! Je déteste la fête de Saint Valentin!

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## Guess the answer.



1. Tu as regardé un film?
2. Tu as écouté de la musique?
3. Tu as acheté du parfum?
4. Tu as dîné au restaurant?
5. ....
6. ....
7. ....

Exit Slip: Write 3 things you did or didn't do for Valentine's Day.

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Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani


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## Building Literacy in the Interpersonal Mode



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Have a conversation using the following words.



head	nose
foot	ears
hand	mouth
stomach	knee
eyes	hair

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## Lexical Chaining

- What color is Paul's shirt?
- Green.
- That's right. And what color is Ann's sweater?
- Ann's sweater is red.
- Red, yes. And the color of your jeans?

## Known Responses

- What time does school start?
- It starts at 8:05.
- What time do you have French?
- I have French at 10:10
- Me too. What time do you go home?
- School ends at 3:10.

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WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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## Interpersonal Communication is.....

- asking for clarification
- strict turn-taking
- two-way exchange
- changing the subject
- spontaneous
- one person talking most of the time
- not listening; waiting to say something
- memorized
- focused on the message
- body language shows interest
- unpredictable

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## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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## Meaningful Communication in Today's World



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## Interpersonal Success

MOVE FROM:	1-2-3-4-5	MOVE TO:
Is distracted, does not listen to others		Listens to others attentively and politely
Does not ask any questions to encourage discussion		Asks questions on topic to encourage discussion
Does not ask any follow-up questions		Asks follow-up questions related to what someone else said
Interrupts others, makes rude comments or gestures		Contributes politely and respectfully to the discussion
Gives single word or short responses with no explanation		Gives responses with details, reasons, explanations
Does not ask others what they think		Invites others to share their ideas, opinions
Does not add any additional information on topic to the discussion		Adds ideas, insights, additional information on topic to make the discussion more interesting
Uses English more than the target language		Uses the target language all of the time
Often difficult to understand; cannot rephrase or explain when others don't understand		Easily understood by others; can rephrase or explain when others don't understand

Donna Clementi

## NCSSFL-ACTFL Global Can-Do Benchmarks



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate High
<b>Interpersonal (Comprehension)</b>	I can understand on some very familiar topics using single words and phrases that I have perceived and memorized.	I can understand on very familiar topics using a variety of words and phrases that I have perceived and memorized.	I can communicate and exchange information about familiar topics using phrases and single sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using simple phrases and single sentences.	I can present information on familiar topics using simple sentences.	I can make presentations on a wide variety of familiar topics using simple sentences.
<b>Presentational Writing</b>	I can write simple text for needs, directions, or phrases.	I can write simple text for needs, directions, or phrases.	I can write about myself and some other very familiar topics using a variety of simple sentences.	I can write about myself and some other very familiar topics using a variety of simple sentences.	I can write about myself and some other very familiar topics using a variety of simple sentences.

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## NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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## BUILDING TOWARD INTERPERSONAL COMMUNICATION



- Circumlocution
- Asking questions
- “Forced” elaboration
- Question and answer frames

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## Practice Circumlocution What's different?



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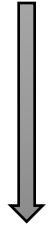
## Ask questions



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## Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If...then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

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## "Force" Elaboration

Create a sentence that combines the ideas in both images.



1. **but**
2. **not**
3. **never**
4. **and**
5. **because**
6. **then**
7. **always**



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## "Force" Elaboration

Create a sentence that combines the ideas in both images.



1. **but**
2. **not**
3. **never**
4. **and**
5. **because**
6. **then**
7. **always**



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## "Force" Elaboration *What did you do over the weekend?*

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

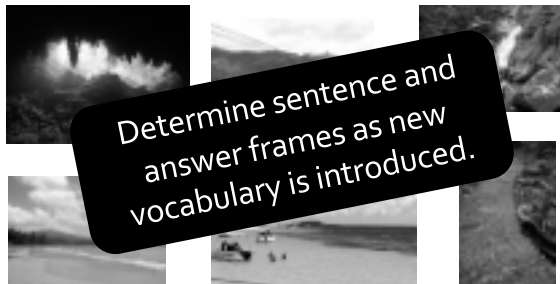


Find out what your partner did last night.  
Ask a follow-up question to get more details.

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Discuss your vacation plans with your partner.



Determine sentence and answer frames as new vocabulary is introduced.

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Do you want to .....? I want to... I don't want to...



explore a cave

Question/answer frames  
Possible answers  
3 new activities



play in the waterfall

Yes, I want to explore the cave.  
No, It's too hot. I want to play in the waterfall.

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Do you want to..... or.....?  
I want to... I don't want to...  
First, I want to.... Then, I want to...because...

explore a cave

swim at the beach

snorkel

hike in the rainforest

Yes, I want to explore the cave.  
No, It's too hot. I want to play in the waterfall.

Question/answer frames  
Possible answers  
3 more activities

Laura Terrill

Do you want to..... or.....?  
I want to... I don't want to...  
First, I want to.... Then, I want to...

swim at the beach

snorkel

hike in the rainforest

Question/answer frames  
No answers  
Words for 3 activities disappear

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I want to... I don't want to...  
First, I want to.... Then, I want to...

Question frames disappear  
Answer frames remain  
No words for activities

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Discuss your vacation plans with your partner.

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Maintain the Conversation

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Imagine the conversation...

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## Talking about realia....



Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.

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## Structured Debate



Where would you rather live and why?  
What might cause you to change your mind and why?

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## High Structure Conversations

Opinions	<ul style="list-style-type: none"> <li>What do you think about _____?</li> <li>In my opinion, _____.</li> <li>Well, you may be right, but _____.</li> </ul>
What happened?	<ul style="list-style-type: none"> <li>Have you heard what happened to _____?</li> <li>Was it _____?</li> <li>Not only that, but _____.</li> </ul>

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Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

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## High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

Looking  
Bad

- What happened to you, Bill? You look \_\_\_\_\_.
- Well, Melissa, I \_\_\_\_\_ and \_\_\_\_\_.
- Really, did you \_\_\_\_\_?
- Yes, and it \_\_\_\_\_.

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Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

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## High Structure Conversations

In small groups, students are told to discuss a familiar topic. They are given no further instructions.

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

Use third person  
observer with  
feedback tools .

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Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

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## High Structure Conversations

In pairs or small groups, Students listen to ambiguous statements that may have been overheard. They work the statement into a conversation or story suggested by the exclamation.

...and then he escaped through the window!  
...no thanks, it has too many calories!  
...two months in Europe? Incredible!  
...oh, come on, it wasn't that bad."  
...stop right there!  
...that makes me sick!  
...you are so right!  
...why don't you look where you are going?

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Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

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## Skit or role play? Does it matter?



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## Use all available minutes.....

elaboration  
role play  
comprehensible

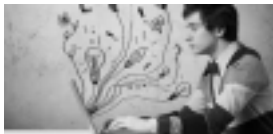


circumlocution  
skits  
interpersonal

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## Building Literacy in the Presentational Mode



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## Presentational communication is.....

improved by use of tools like dictionaries

random

rehearsed

One way communication

polished, edited

increased control of structures

for an intended audience

not negotiated

speaking or writing only for the teacher

two way communication

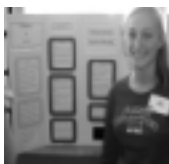
organized

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## Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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## Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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## Writers consume more than they produce.



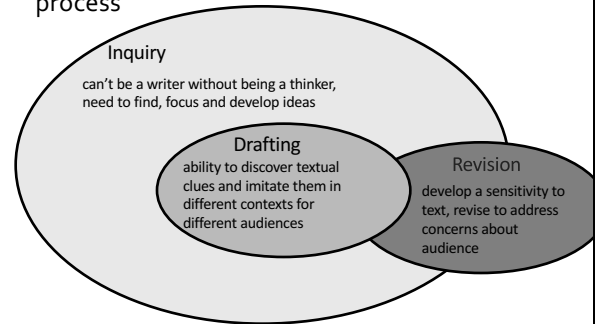
- Read like a writer.
- "Steal" characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

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## Inquiry should inform writing throughout the process



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Strategic Writing  
Deborah Dean

## Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



Pathways to the Common Core  
Accelerating Achievement  
Calkins, Ehrenworth, Lehman

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## 6 + 1 Traits of Writing

Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice\*
- Conventions + Presentation

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## Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham

Laura Terrill

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## Use Inquiry



Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

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## Ask the Questions — Write the Story



<http://sjouractu.com/monde/lecture-d-image-enfants-bonheur-mali>

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## Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



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## Sentence Fluency

*"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."*

Ruth Culham

Laura Terrill

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## Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

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## Teach transitions



but  
and then  
at first  
however  
often  
later  
perhaps  
by the way  
on the contrary  
and  
briefly

also  
still, always  
as, like  
for example  
in this way  
suddenly  
because  
especially  
in any case  
finally  
now

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## Building Blocks

### What is a sentence?

The parrots attacked the frogs

where ?

with whom?

when ?

at what time?

why?



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## Organization

*"Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."*

Ruth Culham

Laura Terrill

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## An unusual event.....

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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It was a dark and stormy night when Zapata met El Chupacabra.

—  
—  
—

Sadly Zapata learned too late that nightmares do come true.

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## Word Choice



*"Word choice is about the use of rich, colorful, precise language that communicates.. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself."*

Ruth Culham

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## Expand a Headline

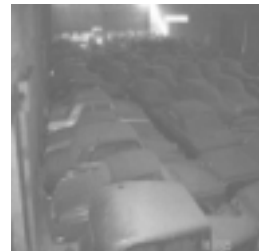
**Ce couple de retraités achète une maison et tombe sur un vrai trésor enfui dans sa grange**



<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/>

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## Conventions

*"Students in classes where conventions are valued over everything else get a distorted view of writing... Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."*

Ruth Culham

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## Conventions

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Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham12/[xcvb

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## Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Her name is Mona Lisa. She is 32 years old. She is not pretty, but she is not ugly either. She has long hair, not black, not blond.....

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## Yesterday – Today - Tomorrow

What did you do?

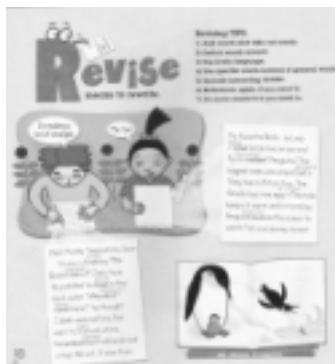


What are you going to do?

What are you doing?

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Look at My Book — How Kids Can Write & Illustrate Terrific Books  
Loreen Leedy

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## Evaluative or Descriptive Feedback

### Evaluative Feedback

- Sums up achievement
- Assigns a label
- Expresses judgment
- Often addresses behavior

### Descriptive Feedback

- Assesses the work presented
- Diagnoses strengths and weaknesses
- Articulates what is needed in order to grow as a learner

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## How organized is my writing?

Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.

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## Brainstorm



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## Collaborative Writing

- List 8 words/phrases associated with this picture.
- Share your list with your partner. Without talking, add a couple of words from your partner.
- Next, write 3 or 4 sentences describing what is happening in the picture.
- Look at the rubric for organization. What score are you giving yourself.
- Share your writing with your partner.
- Read your partner's writing. Underline the most interesting sentence. Circle 2 sentences that could be more interesting.
- Rewrite your paragraph. Consider how to use your most interesting sentence. Add detail to the 2 circled sentences. What score are you giving yourself on the rubric now?

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## Using Rubrics with Students

- Give rubric to student before the assignment
- Pair students. Have them explain the rubric to each other.
- Give students a sample assignment to score.
- Have students discuss ratings and evidence in assignment for those ratings.
- Have each student do an assignment.
- Have each student rate work using rubric.
- Pair students. Have them explain reasons for their self-ratings.
- Turn in work when partner agrees.

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## Fat Drafting — Build up a text before revising it.

*Acts of Revision: A Guide for Writers, Wendy Bishop*

- Mark the “center of gravity sentence” from each paragraph, the sentence that seems “core, crucial, provocative, evocative, and so on”. List these sentences somewhere else and write more about each one.
- Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- Circle five important or thought provoking words in the text. Freewrite on each one. The same can be done with sentences or quotations.
- Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

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adapted from *Strategic Writing*, Deborah Dean

## Fat Drafting

Deborah Dean

### Level 1

I like breakfast. I eat with friends. I go to a restaurant. I eat eggs and bacon. I eat fruit and yogurt. (22)

Rewrite using fewer sentences and more words.

*On Saturdays, I love to eat breakfast with friends at a local restaurant where I usually eat eggs and bacon and have a parfait made with fruit and yogurt.*

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## Fat Drafting

Deborah Dean

### Level 2

On the weekend, I sometimes go to a restaurant with my family. We don't like fast food. We prefer a good meal. We usually have salad, a main course and dessert. I really like salad, but I also love chocolate desserts. (41)

- Model asking questions to get more information.
- Write 2 or 3 questions.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

*What kind of restaurants does your family like? What do you usually order/avoid for the main course? What kind of chocolate desserts do you like?*

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## Fat Drafting

Deborah Dean

### Level 3

I went with my friends to a good restaurant for my birthday. **?** was fun. It was a restaurant where we had appetizers and shared food. I think we ordered 9 or 10 things. **?** spent 2 hours at the restaurant and then we all went to a movie. (49)

- Underline the sentence that is the most interesting.
- Put a question mark next to 2 sentences that need more detail.
- Write a question that asks for more detail.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

*What was the best thing you ate?*

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Look at My Book — How Kids Can Write & Illustrate Terrific Books  
Loreen Leedy

Laura Terrill

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## Composition Correction Reference Sheet

The error chart lists codes for your writing errors. You will use the codes and the samples provided to assess and correct the mistakes that you made in your composition.

Code	Explanation	Sample
1. sp	Spelling mistake	<sup>sp</sup> J'aime bein (bien)
2. s/v	Subject and verb need to agree	Où est-ce que tu habite? (habites) <sup>s/v</sup>
3. n	Noun / adjective agreement	J'adore le petite chien noir. (petit) <sup>n</sup>
4. m	Mood – use indicative or subjunctive correctly	Il faut que tu fais tes devoirs. (fasses) <sup>m</sup>

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## Composition Correction Chart

Use this chart to keep track of the number and type of errors that you made in each composition. Your goal is to continue to reduce the number of errors that you make in each category.

Devoir	1	2	3	4	5	6	7	8	9	10
Titre										
1. sp										
2. s/v										
3. n										
4. m										

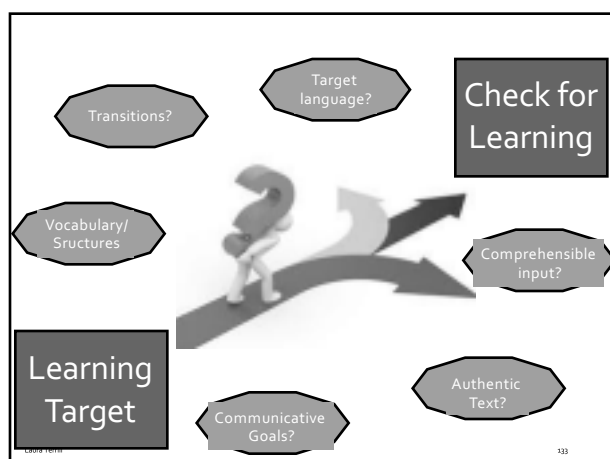
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## Focus – Elevating the Essentials

Mike Schmoker

Clear learning objectives selected from the agreed upon curriculum

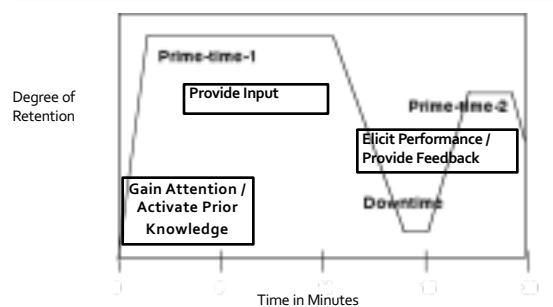
Repeated cycles of learning – teaching, modeling, demonstrating, guided practice, and checks for understanding/ formative assessments



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## The length of a LEARNING EPISODE varies according to the AGE of the learner.

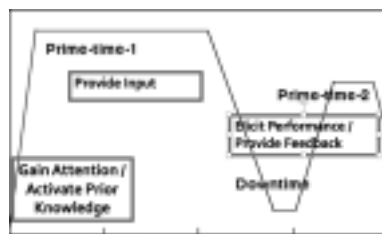


## The Cone of Learning

sparkinsight.com



I can ask and answer questions about food preferences and give simple reasons.



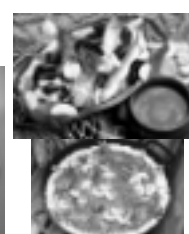
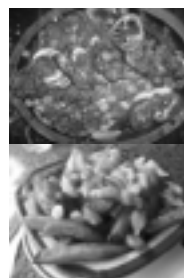
Pair with a partner to discuss food preferences.

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## Unit Can-Do Statement:

I can ask and answer questions about foods from the French-speaking world recognizing where they are from and giving reasons for my preferences.



I can ask and answer questions about food preferences and give simple reasons.

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 I can ask and answer questions about food preferences and give simple reasons.

↓

- Are you hungry? Yes... No...
- Do you like... I like/don't like
- Do you prefer....I prefer...
- because
- Ratatouille – eggplant, zucchini, peppers, garlic, tomatoes
- Poutine – French fries, cheese, sauce

↓

 Pair with a partner to discuss food preferences.

Laura Terill 339

 I can ask and answer questions about food preferences and give simple reasons.

↓

**Learning Activities**


- Open by asking if hungry or not.
- Show video, pause frequently, asking and answering questions about individual ingredients.
- Pair activity – predict if partner likes or doesn't like different ingredients.
- Then, pair to ask. Based on responses decide if your partner prefers Ratatouille or Poutine.
- Complete a think-write-pair-share, pairing with a different partner.


↓


 Pair with a partner to discuss food preferences.

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Getting the most out of a text

 Read and/or listen

 Talk about it

 Write about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

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Comment préparer la ratatouille?


<https://www.youtube.com/watch?v=KZucg25Rcgc>

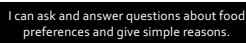
 Lead with Culture

 I can ask and answer questions about food preferences and give simple reasons.

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Tu aimes la ratatouille?

 un repas français

 I can ask and answer questions about food preferences and give simple reasons.

**INGRÉDIENTS (8p.):**

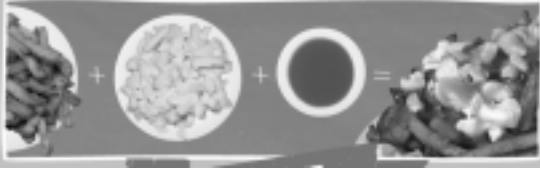
- 6 COURGETTES
- 3 AUBERGINES
- 2 POIVRONS
- 3 TOMATES
- 3 BRANCHES DE THYM
- 6 C. À S. D'HUILE D'OLIVE
- 1 Gousse d'ail


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Tu aimes la poutine?

**Menu**


– Poutines, Général, Déjeuners, Boissons, Enfants –

 les frites + le fromage + la sauce = la poutine

 I can ask and answer questions about food preferences and give simple reasons.

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1 2 3 4 5

I can ask and answer questions about food preferences and give simple reasons.

Laura Terrill 143



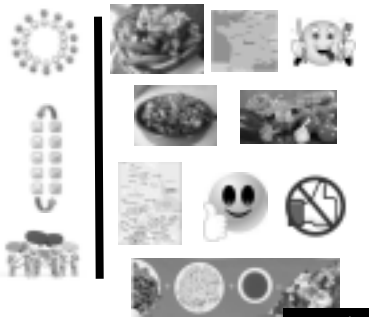
Think – Write – Pair – Share

Write statements and questions that come to mind based on these images. Be ready to pair and share.

I can ask and answer questions about food preferences and give simple reasons.

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Think – Write – Pair – Share



- Hunger
- Where they live
- Likes/dislikes
- Preferences
- Reasons

I can ask and answer questions about food preferences and give simple reasons.

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"If you want to feel secure,  
Do what you already know how to do.


If you want to be a true professional and continue to grow...  
Go to the cutting edge of your competence,  
Which means a temporary loss of security.

So whenever you don't quite  
know what you're doing,  
know you're growing!"

Madeline Hunter 1987

Laura Terrill 146

Thank You



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